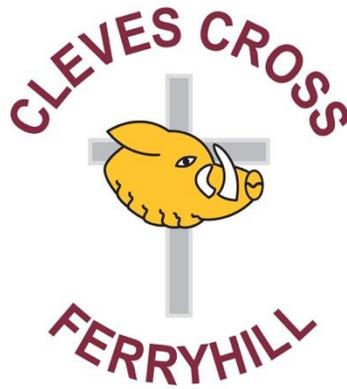


Cleves Cross Primary School



Early Years Foundation Stage Policy

Policy Adopted: January 2019
Review Date: January 2021
Head Teacher: Mrs A Lazenby
Chair of Governors: Ms. G. Newby



A member of the Cleves Cross Learning Trust

Early Years Foundation Stage Policy

January 2019

Introduction:

Cleves Cross Primary and Nursery School is a Rights Respecting School and the UN Convention on the Rights of the Child is at the heart of everything we do. Our youngest children learn about their rights in a safe and engaging environment and our aim is to make sure they understand theirs and other children's Rights as they grow and develop during their time here in school.

This document is a statement of the aims, principles and strategies for the Early Years Foundation Stage at Cleves Cross Primary and Nursery School. It was developed through a process of consultation with all staff and the appointed governor for the Early Years Foundation stage. It was reviewed in **January 2019**. At Cleves Cross, we seek to provide an Early Years Curriculum that provides quality and consistency throughout. We will give each and every child a secure foundation through learning and development opportunities planned around the children's interests and needs. We will work in partnership with Parents and Carers and we will ensure equality of opportunity.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school life"

Statutory Framework for the EYFS (Department for Education March 2017)

The EYFS applies to children from birth to the end of the reception year. In our school, children join us in Nursery the term after their third birthday and in Reception at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Cleves Cross Primary and Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at

varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children. All children at Cleves Cross Primary and Nursery school are treated fairly regardless of race, religion, background or ability. All children and their families are valued within our school.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning, and monitoring the learning that takes place on a day to day basis in EYFS.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Cleves Cross Safeguarding Children Policy)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Cleves Cross Primary and Nursery School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- promote the welfare of children;

- ~~promote good health, preventing the spread of infection and taking appropriate action when children are ill;~~
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- Ensure that the premises, furniture and equipment is safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children;

We endeavour to meet all these requirements.

Positive Relationships

At Cleves Cross Primary and Nursery School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Carrying out home visits prior to Nursery children starting school;
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers;
- Encouraging parents to note down any information/observations they see at home, which then form part of their learning Journals;
- Sending observations that have been recorded in class home via e-mail on a regular basis;
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them;
- Talking to parents about their child before their child starts in our Reception Class;
- The children have the opportunity to spend time in their new classroom during the term before they start school;
- Inviting all parents to an induction meeting during the term before their child starts Reception;
- Offering parents regular opportunities to talk about their child's progress;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice yearly at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents such as, Stay and Play, Class assemblies, Open afternoon, Sports Day etc.

The EYFS Team – Nursery – 1 FT class teacher and 1 FT teaching assistant and 1 EYFS apprentice.

Reception – 1 FT class teacher and 1 FT teaching assistant, plus specifically appointed staff to carry out

interventions. All staff involved with the EYFS aim to develop good relationships with all children,

interacting positively with them and taking time to listen to them. At our school the EYFS teachers and teaching assistants act as a 'Key Person' to a group of children within the EYFS.

Enabling Environments

At Cleves Cross Primary and Nursery School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Children entering Nursery will be visited at home prior to starting Nursery. Home visits give us an opportunity to get to know vital information about the children before they begin their journey with us. Once the children start school, they are observed during their first weeks, to provide baseline information. We aim to gather our baseline within 3 weeks of entry so we have a true record of on-entry attainment. Monitoring of each child will take place through daily incidental observations, discussions, photographs and planned/ongoing assessments. Every Child has their very own 'Learning Journey' which will contain a concise record of achievement in the form of observations/ photographs and children's own work carried out in school and at home. We consider parents to be a vital part of our assessment process and our assessments are consistently used to inform future planning.

The Planning within the EYFS follows the school Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are used by the EYFS teachers as a starting point/guide for weekly planning, however, the teachers alter these MTP's in response to the needs and interests of the children. This will be indicated on weekly planning.

At Cleves Cross Primary and Nursery School, we update computer records termly to monitor progress. All children's progress is tracked from their entry point in Nursery through to the End of the EYFS in Reception. Our tracking systems allow us to identify any gaps in learning or progress and plan timely interventions. In Reception each child's level of development is recorded against 17 assessment scales derived from the ELG's.

Within the final term of the EYFS, we complete the Foundation Stage Profile for each child and provide a written report to parents. We give a reasonable opportunity for the parents to discuss these judgements with EYFS staff.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes has their own outdoor areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

At Cleves Cross Primary and Nursery School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

When teaching we are aware of the following.

- ~~the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;~~
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working within the EYFS.

Playing and exploring

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understanding and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning and are split into two areas of development:

Prime Areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In our EYFS classes none of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS practitioners to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher, Deputy Head Teacher and EYFS Lead carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This policy will be reviewed as part of the schools agreed policy review process. In addition, any major legislative or governmental changes regarding the EYFS may lead to this policy being amended.

Endorsement

The School Governing Body, LA Advisor and Staff endorse this policy for implementation.

Signed...Mrs A Lazenby.....Headteacher

Signed Mrs D SlaterGovernor

Review date January 2021